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ABSTRACT

This guide, which was written as an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System, outlines the suggested scope and sequence of a 2-year program in marketing and distributive education. The guide consists of a course description; general course objectives; course content outlines for the two semesters of the first-year course and for the second year of the program; and lists of recommended textbooks, curriculum guides, and audiovisual materials. Topics addressed in the three course content outlines include the following: (1) employment opportunities and job procurement procedures, salesmanship, sales promotion, communication, and economics; (2) basic math skills, credit, human relations, and career orientation; (3) economics and free enterprise, supervisory skills, principles of management, store layout, trading area and merchandise selection, credit procedures, and entrepreneurship. (MN)

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MARKETING AND DISTRIBUTIVE EDUCATION

SCOPE AND SEQUENCE

VOCATIONAL EDUCATION

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Metropolitan Public Schools

Nashville Davidson County, Tennessee

Charles O. Frazier, Director

FOREWORD

This scope and sequence guide, developed for the Marketing Education program, represents an initial step in the development of a systemwide articulated curriculum sequence for all vocational programs within the Metropolitan Nashville Public School System. It is a direct result of needs expressed by teachers, parents, and the business community for sequential structure within the vocational education curriculum. An articulated vocational curriculum allows a student to move from one level of instruction to the next without repeating learning tasks already mastered, and without experiencing gaps in the presentation of relevant instructional material.

A goal of this curriculum effort is to provide teachers a usable guide based on input from the teachers. The initial step was an identification of course content, with all teachers having an opportunity to contribute. What follows is a publication using the teachers' contributions: a sequential listing of objectives and skills for each program offering.

This guide does not include all specific resource materials that may be used to assist students in acquiring minimum competencies. It is to serve as a guide for the sequence of course content and scope of what is to be taught. This guide content is extremely important and its use is encouraged. The suggested competencies and resource materials allow instructors an opportunity to be creative and resourceful in meeting the needs of individual programs and students.

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INTRODUCTION

The information in this instructional guide was prepared by Joe Amos and Barney Crockarell during the summer of 1982.

It is to serve as a skeletal framework for Marketing Education Coordinators. Teachers are encouraged to draw from their own experiences, interest, and creative ideas for activities to each unit.

COURSE DESCRIPTION

Marketing Education I involves both classroom instruction and on-the-job training. The program is designed to develop merchandising, marketing and related management competencies. The second year of Marketing Education involves advanced activities and experiences which develop a higher level of competency in these areas.

GENERAL COURSE OBJECTIVES

Marketing I

1. To prepare students for gainful employment and advancement in marketing-related occupations
2. To engender an understanding and appreciation for the American private enterprise system
3. To foster an awareness of the civic, social, and moral responsibility of business and society
4. To encourage and promote the use of ethical standards in business and industry
5. To stimulate the student's expressed interest in the marketing field
6. To create an awareness of consumer demand
7. To teach students how to satisfy the needs and wants of consumers intelligently, efficiently, and pleasantly
8. To provide training that results in increased efficiency in marketing
9. To encourage sensitivity to changes in marketing practices and procedures as they are affected by societal, economic, technical, and educational developments; and to adapt to such changes
10. To teach the management of personal business affairs competently and independently

Marketing II

1. To describe free enterprise and its role as a major economic system operating in today's world

GENERAL COURSE OBJECTIVES continued:

Marketing II

2. To teach students to use the principles of management information in order to function better as a manager in planning, organizing, leading and controlling a business
3. To help students gain supervisory skills from using principles of motivation
4. To develop an understanding of store layout
5. To encourage students to become skilled in merchandise selection to meet the needs and desires of customers in a retail store
6. To make students aware of credit procedures necessary to make credit decisions
7. To teach students the basic principles of entrepreneurship

COURSE CONTENT FOR MARKETING EDUCATION I

(First Semester)

I. Orientation (2 weeks)

Specific objectives:

To understand the relationship of vocational education to marketing education
To define marketing education - marketing, merchandising, and management
To discuss how the marketing education program operates
To know the importance of leadership and followship
To identify a career objective
To list the possible sources for finding prospective employment

A. Develops a general awareness of vocational education

B. Becomes oriented to marketing education

1. Definition of program
2. Objectives of program
3. Operation of program
4. Importance of program

C. Becomes oriented to Distributive Education Clubs of America

1. Definition
2. General information
3. History
4. Levels

D. Develops leadership

E. Understands parliamentary procedures

F. Gathers job interview information

G. Finds prospective employment

I. **Orientation continued:**

H. Writes letter of application

I. Learns correct procedures for completing job application

J. Learns correct procedures for completing job interview

K. Learns interview follow-up procedures

L. Understands importance of safety

II. **Salesmanship (5 weeks)**

Specific objectives:

To learn the duties of stockkeeping
To prepare displays
To define the ways of handling complaints
To recognize proper selling techniques
To become familiar with techniques of merchandise presentation
To learn the duties performed by a cashier
To become familiar with checks and other money substitutes

A. Learns the importance of selling

1. Employment opportunities

2. The objective of selling

3. What is selling

B. Learns how a sale is made

C. Builds a sales personality

D. Develops skills for cashier - checker positions

1. Cash register

2. Sales records

III. Sales Promotion (6 weeks)

Specific objectives:

To define sales promotion
To distinguish between institutional and promotional advertising when considering a firm's goals
To recognize that appealing advertising headlines gain the customer's attention
To identify the ways display assists in increasing sales
To recall the methods of selecting seasonal and timely merchandise
To prepare simple display signs

A. Learns introductory information on sales promotion

1. Sales promotion
2. Marketing role

B. Understands advertising principles

1. Attracting customer's attention
2. Arousing customer's interest
3. Creating customer's desire
4. Causing customer's action
5. Planning
6. Media
7. Costs
8. Preparation
9. Display
10. Planning/preparation
11. Techniques

C. Learns display techniques

1. Planning display

C. Display continued:

2. Preparing display area

3. Building display

4. Evaluating display

IV. **Communications (3 weeks)**

Specific objectives:

To recognize the importance of spoken communication to workers in the areas of marketing
To realize personal listening limitations
To discuss the effects of nonverbal communication as applied to marketing
To identify and use correctly terms associated with written communications
To use the telephone effectively and correctly
To understand the importance of effective communications to the successful retail business

A. Uses spoken communication

B. Learns listening techniques

C. Becomes aware of nonverbal communication

D. Uses written communication

E. Practices telephone communication

F. Uses telephone directory

G. Learns practical application of telephone usage

H. Develops staff communication skills

V. **Economics (2 weeks)**

Specific objectives:

To develop a definition of economics
To demonstrate an understanding that human wants are unlimited
To describe the characteristics of both economic goods and services
To list the five factors of production
To define demand, gross national product and competition

Specific objectives continued:

To list the four most common types of business ownerships
To demonstrate an awareness that current events affect our balance of trade

A. Becomes aware of the economics of marketing

B. Understands law of supply and demand

C. Learns the types of goods and services

D. Learns the factors of production

E. Knows the functions of marketing

F. Understands utility's role

G. Knows the channels of distribution

H. Becomes aware of gross national product importance

I. Understands world wide economics

J. Knows market mechanics

K. Knows types of business ownership

L. Understands the American way—free enterprise

M. Becomes aware of international trade

COURSE CONTENT FOR MARKETING EDUCATION I

(Second Semester)

I. Basic Math Skills (5 weeks)

Specific objectives:

To solve problems involving the four basic operations of whole numbers
To perform the four basic operations with decimal numbers and fractions
To compute markup percentage when given the cost and initial markup of an item
To compute the retail price of an item when given the cost and initial markup
To learn pricing terms

A. Reviews math skills

1. Addition
2. Subtraction
3. Multiplication
4. Division

B. Learns wage income computing

C. Learns invoices/discounts computing

D. Understands open-to-buy procedures

E. Prepares profit and loss statement

II. Credit (4 weeks)

Specific objectives:

To become familiar with retail and consumer credit
To fill out and evaluate a credit application
To learn proper credit recordkeeping
To become familiar with federal credit controls

A. Becomes familiar with the importance of credit

B. Understands retail and consumer credit

II. **Credit continued:**

C. Becomes aware of credit costs

D. Prepares the credit application

E. Evaluates the credit application

F. Becomes aware of retail credit policies

G. Understands credit control: authorized purchases

H. Learns proper recordkeeping

I. Knows credit sales promotions

J. Understands government credit controls

K. Understands collection of credit accounts

L. Understands collection systems

III. **Human Relations (4 weeks)**

Specific objectives:

To demonstrate a positive work attitude
To develop personality traits necessary for effective job performance
To understand the importance of individual attitudes, values, goals, and initiative
To recognize the need to cooperate with others in work situations
To understand the need to accept the moods, personal problems, and motivating factors of others
To define employee morale
To explain the importance of customers to a business

A. Understands the importance of human relations

B. Becomes aware of personality and self-understanding

C. Builds relationships with co-workers

D. Builds relationships with employers

E. Develops relationships with customers

IV. Career Orientations (5 weeks)

Specific objectives:

To distinguish between a job and a career
To distinguish between a sequence of jobs that are part of a career ladder
To list advantages of establishing long-range career goals
To analyze career opportunities and recognize the importance of narrowing down career choices
To list advantages of keeping career options open

A. Analyzes career/job

B. Knows types of marketing careers

1. Advertising and display
2. Finance and credit
3. Food services
4. General merchandise
5. Hardware and building
6. Home furnishing
7. Hotel, motel, and lodging
8. Industrial and institutional
9. Transportation and travel

C. Develops a personal career plan

COURSE CONTENT FOR MARKETING EDUCATION II

(First and Second Semesters)

I. **Economics and Free Enterprise (5 weeks)**

Specific objectives:

To distinguish characteristics of major political/economic systems
To discuss the primary features of a free enterprise market system
To discuss the role of profit and government in a free enterprise market system

A. Understands economics and free enterprise systems

B. Learns characteristics of economic systems

C. Knows the factors of production

D. Makes economic decisions in a market economy

E. Becomes aware of characteristics of successful workers

F. Understands competition in a free enterprise market system

G. Becomes aware of supply and demand in a free enterprise market system

II. **Supervisory Skills (5 weeks)**

Specific objectives:

To discuss ways to improve productivity
To distinguish between motivation and maintenance factors
To analyze a management skills profile
To organize activities so that company and employee expectations are met

A. Develops supervisory skills

B. Understands tasks performed by line supervisors

C. Learns the characteristics of a good supervisor

D. Becomes aware of modern techniques of motivation

II. **Supervisory Skills continued:**

E. Understands personal and company goals

F. Completes management case study

III. **Principles of Management (5 weeks)**

Specific objectives:

To distinguish between the levels of management
To become familiar with the functions of management
To distinguish between types of management theories
To learn the steps in the decision-making process
To discuss the process of management by objectives

A. Learns principles of management

B. Understands management as an art and science

C. Learns characteristics of types of leaders

D. Understands problem solving techniques

E. Learns functions of management

F. Completes management case study

IV. **Store Layout (5 weeks)**

Specific objectives:

To become familiar with principles that affect store layout
To discuss principles for effectively merchandising products in a retail store
To discuss ways to increase cost efficiency through effective store arrangement
To discuss ways to improve store security through effective layout design

A. Learns store layout definitions

B. Understands types of display classifications

C. Becomes aware of characteristics of interior displays

D. Learns types of window displays

IV. **Store Layout continued:**

E. Understands types of layout arrangements

F. Becomes aware of visual effectiveness of a display

G. Prepares and analyzes a store layout

V. **Trading Area and Merchandise Selection (5 weeks)**

Specific objectives:

To discuss characteristics of various trading areas
To discuss characteristics of a good merchandise mix
To discuss methods of buying merchandise for resale
To describe appropriate buying methods for selected retail stores
To complete a requisition and purchase order

A. Learns trading area and merchandise selection terms

B. Knows elements of a trading area

C. Understands trading area influences on merchandising activities

D. Understands characteristics of types of business locations

E. Knows stages of a product cycle

F. Knows guides used in determining merchandise selection

G. Identifies suppliers

H. Qualifies suppliers

I. Solves management case study

VI. **Credit Procedures (5 weeks)**

Specific objectives:

To outline the responsibilities of a credit manager
To discuss advantages and disadvantages of selling on credit
To describe guidelines for conducting credit interviews and investigations
To become familiar with the types of credit

A. Understands credit procedures

VI. **Credit Procedures continued:**

B. Opens credit accounts

C. Prepares credit application

D. Evaluates credit applications

E. Accepts or rejects a credit application

F. Understands federal laws which affect consumer credit

VII. **Entrepreneurship (6 weeks)**

Specific objectives:

To become familiar with services provided by the Small Business Administration
To describe primary factors which determine business success or failure
To list secondary factors which affect business success or failure
To distinguish between types of capital expenses incurred when starting a small business
To become familiar with the sources of capital used by entrepreneurs
To become acquainted with major sources of information and assistance available to small business owners

A. Writes a plan for small business ownership

B. Knows documentation required to process loan requests

C. Learns entrepreneur regulations

D. Becomes aware of taxes levied upon businesses

E. Knows business activities requiring assistance and information

F. Understands success and failure factors for a small service business

G. Understands success and failure factors for a small retail business

RESOURCE MATERIALS

Textbooks

Caplow, Theodore. How to Run any Organization. Hinsdale, Illinois: The Dryden Press, 1976.

Hailes, William D., Jr. and Hubbard, Raymond T. Small Business Management. Albany, N.Y.: Delmar Publisher, 1977.

Little, Wingate. Retail Merchandising, 9th Edition. Cincinnati, Ohio: South-Western Publishing Company, 1982.

Mason, Roth Ross. Marketing Practices and Principles, 3rd Edition. New York: Gregg Division: McGraw-Hill Publishing Company, 1980.

Samson, Harland E. Advertising and Displaying Merchandise. Cincinnati, Ohio: South-Western Publishing Company, 1979.

Shilt, Bernard, Kenneth E. and John Johns. Business Principles and Management, 6th Edition. Cincinnati, Ohio: South-Western Publishing Company, 1973.

Curriculum Guides

Lyon, Barbara Jean, Business Marketing and Ownership. Curriculum and Instructional Materials Center. State Department of Vocational and Technical Education. Stillwater, Oklahoma: Oklahoma State University, 1982.

Tennessee State Department of Vocational Technical Education. Competency-Based Curriculum for Marketing and Distributive Education I and II. Memphis, Tennessee: Memphis State University, 1978.

AUDIO VISUAL

Audio visual materials as suggested in the Tennessee Course of Study and Oklahoma State University Curriculum Guide.